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**Subject:** Foundation for Florida's Future, Key Reads: 4/20/11

## Foundation for Florida's Future, Key Reads: 4/20/11

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## NATIONAL NEWS

### **Five New State Officials Join 'Chiefs for Change'**

Education Week

By: Sean Cavanagh

April 19, 2011

[http://blogs.edweek.org/edweek/state\\_edwatch/2011/04/five\\_new\\_state\\_officials\\_join\\_chiefs\\_for\\_change.html?utm\\_source=feedburner&utm\\_medium=feed&utm\\_campaign=Feed%3A+StateEdwatch+%28State+EdWatch%29](http://blogs.edweek.org/edweek/state_edwatch/2011/04/five_new_state_officials_join_chiefs_for_change.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+StateEdwatch+%28State+EdWatch%29)

Five more state schools chiefs have signed on to an effort, supported by former Florida Gov. Jeb Bush, aimed at promoting new approaches to evaluating teachers, improving standards and testing, and overall academic innovation.

The project, dubbed "Chiefs for Change," was [announced last year](#) at a summit on school issues organized by Bush. It originally drew five state schools superintendents as participants. The new members of the coalition, announced today, are all new to the state superintendent's job: Janet Barresi of Oklahoma, Stephen Bowen of Maine, Kevin Huffman of Tennessee, Chris Cerf of New Jersey, and Hanna Skandera of New Mexico (a [former education aide](#) to Bush in Florida).

Bush, who has emerged as an [influential figure](#) among Republicans for his work on [education issues](#), has said that one of his school-focused foundations will support the group financially.

The group has billed itself as a bipartisan coalition focused on issues such as creating "value-added" evaluations for teachers and principals, stronger standards and testing, and expanded school choice. When the group was formed last year, its members emphasized that they do not expect to be in sync on all of those issues—such as on school choice, a topic on which some of them would favor charter schools and virtual education, but not necessarily vouchers to use public funds to allow students to attend private schools.

In a statement announcing the addition of the five new participants, the schools chiefs said they would also seek to "present a unified voice on federal education policy," including the reauthorization of the No Child Left Behind Act.

The original five members of Chiefs for Change are Tony Bennett of Indiana, Deborah A. Gist of Rhode Island, Paul Pastorek of Louisiana, Gerard Robinson of Virginia, and Eric J. Smith of Florida, who has since announced that he intends to leave his state post.

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### **A Better Way to Teach Math**

New York Times

By: David Bornstein

April 18, 2011

<http://opinionator.blogs.nytimes.com/2011/04/18/a-better-way-to-teach-math/?ref=opinion>

Is it possible to eliminate the bell curve in math class?

Imagine if someone at a dinner party casually announced, "I'm illiterate." It would never happen, of course; the shame would be too great. But it's not unusual to hear a successful adult say, "I can't do math." That's because we think of math ability as something we're born with, as if there's a "math gene" that you either inherit or you don't.

School experiences appear to bear this out. In every math class I've taken, there have been slow kids, average kids and whiz kids. It never occurred to me that this hierarchy might be avoidable. No doubt, math comes more easily to some people than to others. But the question is: Can we improve the methods we use to teach math in schools — so that everyone develops proficiency?

Looking at current [math achievement levels in the United States](#), this goal might seem out of reach. But the experience of some educators in Canada and England, using a curriculum called [Jump Math](#), suggests that we seriously underestimate the potential of most students and teachers.

"Almost every kid — and I mean virtually every kid — can learn math at a very high level, to the point where they could do university level math courses," explains John Mighton, the founder of Jump Math, a nonprofit organization whose curriculum is in use in classrooms serving 65,000 children from grades one through eight, and by 20,000 children at home. "If you ask why that's not happening, it's because very early in school many kids get the idea that they're not in the smart group, especially in math. We kind of force a choice on them: to decide that either they're dumb or math is dumb."

Children come into school with differences in background knowledge, confidence, ability to stay on task and, in the case of math, quickness. In school, those advantages can get multiplied rather than evened out. One reason, says Mighton, is that teaching methods are not aligned with what [cognitive science](#) tells us about the brain and how learning happens.

In particular, math teachers often fail to make sufficient allowances for the [limitations of working memory](#) and the fact that we all need [extensive practice](#) to gain mastery in just about anything. Children who struggle in math usually have difficulty remembering math facts, handling word problems and doing multi-step arithmetic ([pdf](#)). Despite the widespread support for "problem-based" or "discovery-based" learning, studies indicate that current teaching approaches [underestimate](#) the amount of explicit guidance, "scaffolding" and practice children need to consolidate new concepts. Asking children to make their own discoveries before they solidify the basics is like asking them to compose songs on guitar before they can form a C chord.

Mighton, who is also an award-winning playwright and author of a fascinating book called ["The Myth of Ability."](#)

Separating this step from the calculation makes it easier for kids to understand what the numbers mean. Teachers tell me that when they begin using Jump they are surprised to discover that what they were teaching as one step may contain as many as seven micro steps. Breaking things down this finely allows a teacher to identify the specific point at which a student may need help. "No step is too small to ignore," Mighton says. "Math is like a ladder. If you miss a step, sometimes you can't go on. And then you start losing your confidence and then the hierarchies develop. It's all interconnected."

Mighton saw that if he approached teaching this way, he could virtually guarantee that every student would experience success. In turn, the children's [math anxiety](#) diminished. As they grew more confident, they grew excited, and they began requesting harder challenges. "More than anything, kids love success," he says, "and they love getting to higher levels, like in a video game."

As the children experienced repeated success, it seemed to Mighton that their brains actually began to work more efficiently. Sometimes adding one more drop of knowledge led to a leap in understanding. One day, a child would be struggling; the next day she would solve a problem that was harder than anything she'd previously handled. Mighton saw that if you provided painstaking guidance, children would make their own discoveries. That's why he calls his approach "guided discovery."

The foundation of the process is building confidence, which Mighton believes should be the first goal of a math teacher. Confidence begets attention, which begets rich learning. "I've never met a teacher who will tell you that a student doesn't need to be confident to excel in school," explains Mighton. "But I've never seen a math curriculum that follows the implications of that idea rigorously." Math is well-suited to build confidence. Teachers can reduce things to tiny steps, gauge the size of each step to the student and raise the bar incrementally.

When math is taught this way, surprising things happen.

Consider some of Jump's results. It's been used for four years in the public schools in Lambeth, one of the most economically depressed boroughs of London, England. Teachers placed into Jump the students who were struggling most in math. Among the 353 students who entered the program in fifth grade, only 12 percent began at grade level. Most were at least two grade levels behind and the vast majority were not expected to pass England's grade six (KS2) national tests. But 60 percent did.

In rural Ontario, Jump was recently evaluated in a randomized controlled study involving 29 teachers and about 300 fifth-grade students (controlled studies of math programs are rare). Researchers from Toronto's Hospital for Sick Children and the Ontario Institute for Studies in Education arranged for a control group of teachers to use their district's standard curriculum while another group used Jump. Each set of teachers was given two days of training relevant to the materials they would be using.

In five months, researchers found substantial differences in learning. The Jump group achieved more than double the academic growth in core mathematical competencies evaluated using a well known set of [standardized tests](#). (The study has not yet been published.) “Kids have to make pretty substantial gains in order to see this kind of difference,” explained Tracy Solomon, a developmental psychologist in the Research Institute at the Hospital for Sick Children who is the study’s lead author. “It’s impressive over a five-month period.”

Solomon believes that the key to Jump’s effectiveness is the way it “breaks math down to its component parts and builds it back up.” And she notes that this “flies in the face of the way math is typically taught.”

Interviewing teachers and principals, I have heard numerous stories of results like these. At times, they seem hard to reconcile with our assumptions about math. Isabel Grant, principal of the General Wolfe Elementary School, in Vancouver, British Columbia, has seen Jump produce impressive results in two schools where it has been used by a variety of teachers. Schools in British Columbia evaluate students based on whether they meet expectations for learning outcomes. “Teachers who used Jump were suddenly finding that they had all of their kids in the ‘fully meeting expectations’ category,” Grant told me. “It was such a foreign experience. It doesn’t typically happen when we’re teaching science or language arts. And they were kind of at a loss. ‘What do we do about this?’”

Another example is Mary Jane Moreau, who teaches at the Mabin School, an independent school in Toronto that does not screen students based on academic ability. Moreau, an experienced educator, dabbled with Jump for a year and started to see progress among her students, so she decided to immerse herself in the philosophy. “I was used to getting a bell curve in the past,” she told me, “but what I started seeing was all the kids getting between 90 and 100 percent on tests, and within months, they were all getting between 95 and 100 percent.”

She decided to see if the results would transfer to the standardized [Test of Mathematical Abilities](#). Moreau teaches the same cohort of kids in fifth and sixth grades. Each September, for four years, the students wrote the test. From 2006 to 2007, the class percentile average jumped from 66 percent to 92 percent. From 2008 to 2009, with a new cohort, it increased from 54 percent to 98 percent.

Notably, the bell curve of the students’ scores shifted to the right and narrowed — which is to say that the performance differences between the “slow” kids and the “whiz” kids began to fade away. Moreau encouraged her sixth-grade students to enroll in the [Mathematica Pythagoras](#) contest, which attracts only five percent of Canadian students, most of whom would be deemed “gifted” in math. All but one did. For each group, 14 out of 17 students beat the contest average.

Moreau is a dedicated teacher — and she has the benefit of small classes — but, even so, she hadn’t seen results like this before. And it troubled her to think of students she had taught who didn’t have the opportunity to learn math this way. “When I think about what we’ve been doing for years when we could have been doing something else,” she told me, “I feel like I have to run so hard on this because I’m coming to the end of my career. But if I don’t help to change attitudes, I’ll feel like a criminal.”

Jump is a modest outfit. Mighton has a staff of 10 to create materials and conduct teacher trainings. With decisions about math curriculum highly politicized, it’s difficult for a small group to influence the debate. Big textbook companies and paid math consultants have a big say — and big investments — in what gets used.

It will take independent-minded educators to use Jump and see if its results can be replicated in more classrooms and schools. It’s hard to imagine what society might look like if we could undermine the math hierarchies that get solidified in grade school. These patterns tend to play out across society, often in negative ways. Wasn’t it the whiz kids who invented financial derivatives and subprime mortgages? And how many adults got themselves into hot water with their mortgages because, at bottom, they didn’t really understand the risks?

Even deeper, for children, math looms large; there’s something about doing well in math that makes kids feel they are smart in everything. In that sense, math can be a powerful tool to promote social justice. “When you have all the kids in a class succeeding in a subject, you see that they’re competing against the problem, not one another,” says Mighton. “It’s like they’re climbing a mountain together. You see a very healthy kind of competition. And it makes kids more generous to one another. Math can save us.”

On Friday, I’ll reply to comments, explain how Jump has helped one teacher to conquer her own math fears, and I’ll get into some more details about how the program works — including the vital role of bonus questions.

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## **U.S. Education Secretary Arne Duncan to talk in Newark about program that recruits teachers to work in urban areas**

Associated Press

By: Staff

April 20, 2011

[http://www.nj.com/news/index.ssf/2011/04/us\\_education\\_secretary\\_arne\\_du.html](http://www.nj.com/news/index.ssf/2011/04/us_education_secretary_arne_du.html)

NEWARK — U.S. Education Secretary Arne Duncan is coming to Newark to publicize a program aimed at recruiting more teachers to work in urban and rural areas.

He’s scheduled to host a town hall meeting today at a Newark youth and employment center to talk about the Department of Education’s TEACH Campaign.

Newark Mayor Cory Booker, community leaders and educators will participate in a discussion on how to recruit a new

generation of high-quality teachers.

The TEACH program provides educational materials, information and job listings to encourage people to go into teaching and work in underserved areas.

Revamping Newark's education system has been a priority for Booker. Facebook founder Mark Zuckerberg donated \$100 million last fall toward the effort.

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## **FLORIDA NEWS**

### **Indian River school board tries to find ways to save \$6 million without cutting jobs**

Vero Beach Press-Journal

By: Colleen Wixon

April 19, 2011

<http://m.tcpalm.com/news/2011/apr/19/indian-river-school-board-tries-to-find-ways-to/>

INDIAN RIVER COUNTY — School board members discussed forgoing travel next year, swapping science textbooks for teachers and cutting jobs at the district level instead of in schools.

Teachers, parents and administrators crowded into the board meeting room Tuesday to listen as officials grappled with a bleak 2011-2012 budget year. The district expects to need to cut about \$6 million from the budget to make up for the loss of state and federal stimulus money, a reduced tax base and increases in fuel and health insurance.

At last week's board workshop, district administrators proposed cutting 39 elementary art, music and media teachers and 13 non-core teaching positions at other schools.

Jody Idlette Bennett, the district's executive director of core curriculum, said the idea to cut the fine arts positions came from school principals. All schools were told to cut \$100,000 from their budgets, she said. Elementary schools wanted to make cuts uniform district-wide, but could not touch the core subjects because of the state's Class Size Amendment, she said.

Secondary schools also had to cut budgets, but chose different areas, such as in-school-suspensions, business teachers and a drama teacher, she said.

District administrators have said the positions could be saved if an agreement can be reached with the district's teachers union over performance pay and planning time.

Board member Claudia Jimenez told those attending the workshop the suggestion to cut art and music teachers did not come from the board.

"This board is adamant about doing everything we can to keep music and art," Jimenez said.

Among the ideas is using money from the quarter-mil critical needs tax originally earmarked for science books to pay for art and music teachers. Carter Morrison, assistant superintendent of finance for the district, said this could be done.

Board Vice Chairman Carol Johnson suggested cutting the board's travel budget by one-third, while Chairman Matt McCain suggested eliminating it completely.

Johnson also suggested making the board's executive secretary position a part-time job with benefits and eliminating the deputy superintendent position, now held by Michael Degutis.

"We are attacking some very difficult issues," Johnson said. "We are not talking about people. We are talking about positions. This is a tough side of the table to be on."

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### **School District to meet mandated class-size reductions by hiring**

## teachers

Palm Beach Post

By: Jason Schultz

April 19, 2011

<http://www.palmbeachpost.com/news/schools/school-district-to-meet-mandated-class-size-reductions-1417045.html>

A major portion of the Palm Beach County School District's solution to meet mandated class-size reductions next year will soon take the district across the Sunshine State and to the Keystone State to fill new classes with teachers.

The district plans to hire up to 190 new elementary school teachers by the start of next school year in order to maintain an 18-student cap in core elementary classes such as English and math.

Pat Kaupe, director of recruitment and retention, said she could not say exactly when the class-size hiring blitz would begin, or how many jobs would be filled by outside teachers, because the district is required by its union contract to make those jobs available to internal candidates. Chief Financial Officer Mike Burke said the district will probably move some teachers who have not been teaching a class, such as reading coaches, back into the classroom.

Kaupe said the district is focusing its recruiting efforts not only on recent education graduates from Florida universities but also on Pennsylvania graduates. That state has a reputation for good teaching colleges and a lack of jobs for its graduates.

The district receives résumés from impending college graduates up North throughout the year, and it has been doing video interviews on the Internet using Skype with candidates too far away to interview in person, Kaupe said.

Palm Beach County's average teacher salary, \$48,537, was the ninth highest in the state last year, according to the state Department of Education. But that salary was well below large South Florida counties like Broward and Miami-Dade, as well as some smaller counties like Flagler and Okaloosa.

Though Broward County has a higher average salary, the district points out to recruits, Broward laid off 568 teachers last year. Palm Beach County School District laid off none.

Kaupe said the district, which has about 12,000 teachers this year, typically hires more than 1,000 teachers every year because of turnover and retirement, so hiring another 190 for elementary classrooms shouldn't be an issue.

"We'll be in good shape in August," Kaupe said.

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## Hillsborough prepares for big shift on teacher evaluations

St. Petersburg Times

By: Tom Marshall

April 19, 2011

<http://www.tampabay.com/news/education/k12/hillsborough-prepares-for-big-shift-on-teacher-evaluations/1164804>

*Hillsborough County is in the first year of a new system funded by the Gates Foundation.*

TAMPA - Be prepared for some hard conversations.

That was the advice Tuesday from Bill & Melinda Gates Foundation officials, as the Hillsborough County School District finishes its first year of rating teachers under a tough new evaluation system.

Teachers might call to complain about big drops in their final scores, program officer Ky Vu told School Board members. Some might be fearing for their jobs.

"And they start saying, 'Okay, I don't agree with this, I don't think that the district is justified in either letting me go or putting me on a performance development plan,' " he said at an update meeting. "It's imperative for the district and you to think about how to manage that well."

It's a big change for a district that has typically rated 99.5 percent of all teachers satisfactory, and one-third as perfect. Hillsborough is using its \$100 million Gates grant to change those numbers over seven years, tying teacher pay directly to student performance in the classroom and on standardized tests.

Superintendent MaryEllen Elia said tough meetings have been going on all year as principals and peer evaluators help teachers rise to the challenge.

"Right now people are talking to (some) teachers and saying, 'This is what we are seeing, and I don't know if this is the right career for you,' " she said. " 'Are you going to do the things that need to be done so that we can help support a growth in your professional life?' "

Board members say they've already gotten some calls.

"At first, there was anxiety," said April Griffin, describing one conversation with a teacher. "In working with her evaluator and principal, it worked itself out."

Board member Candy Olson voiced worries about the long hours principals are spending observing teachers. Some have less time for the things that make schools run smoothly, such as connecting with kids in the cafeteria or chatting with parents before school, she said.

"I hope we're not burning people out," added board member Jack Lamb.

Elia said some of those stresses come with learning a new system. It will be worth it if teachers can be helped to improve, rather than being shoved out the door.

"They all want to get better, and we're helping them to do that," Elia said.

Vu said Hillsborough's success at working through problems with its teachers' union has set it apart from other reform efforts. And the Gates Foundation has high hopes to replicate its model across the nation.

But he said states or districts are making a mistake if they think it's possible to legislate such changes without focusing on how to make it stick.

"That takes a lot of training," Vu said. "I don't think you can just assume it's going to happen."

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## **STATE NEWS**

### **Ind. bill on teacher union rights heads to gov.**

Associated Press

By: Deanna Martin

April 19, 2011

[http://www.nwitimes.com/news/state-and-regional/indiana/article\\_4612eb97-012b-5037-b982-366757f31b46.html](http://www.nwitimes.com/news/state-and-regional/indiana/article_4612eb97-012b-5037-b982-366757f31b46.html)

A bill to restrict Indiana teachers' collective bargaining rights has cleared its final legislative hurdle, becoming the first part of Republican Gov. Mitch Daniels' sweeping education agenda to make it to the governor's desk.

The GOP-led Indiana Senate voted 30-19 Tuesday in favor of a House-passed version of the bill, which would prohibit contracts between school districts and teachers unions from including anything other than wages and wage-related benefits.

The limits would affect contract agreements between districts and unions for teachers and any other school employees, such as bus drivers, custodians and nurses, starting July 1. Contracts reached before July 1 couldn't extend beyond June 2013.

Supporters of the proposal argue that teacher contracts shouldn't include details that do little to improve academics, such as requiring comfortable teachers' lounges. Daniels has pushed for the bill, saying in his State of the State address that collective bargaining agreements go too far.

Opponents \_ including the Indiana State Teachers Association \_ point out that the contracts are negotiated locally. They say school district leaders should have the power to agree to the contract provisions they want.

The Republican-controlled House had previously voted for the proposal, which now heads to Daniels for his signature.

Other big pieces of Daniels' aggressive education agenda face key votes this week.

Daniels also wants to:

Create the nation's most expansive voucher program directing taxpayer money to private schools. The bill could get a Senate vote as early as Wednesday. On Tuesday, the Senate amended the bill to address concerns from Sen. Brent Steele, R-Bedford. Steele has said he doesn't want tax money to religious schools, saying some Muslim schools teach extremism. The amended bill states that private schools participating in the voucher program \_ along with public schools \_ shall not "teach the violent overthrow of the government of the United States." The Senate also included in the bill a tax deduction of \$1,000 per child for parents who home-school their children or send them to private schools.

Expand charter schools. A version of that bill has passed both the House and Senate. House leaders are now determining whether to agree to the Senate version or try to hammer out a compromise.

Implement merit pay for teachers by requiring student achievement to account for part of teacher evaluations. That bill could get a House as early as Wednesday.

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# Virginia Governor McDonnell rolls out Va. merit-pay plan

Associated Press

By: Lisa Gartner

April 19, 2011

<http://washingtonexaminer.com/local/dc/2011/04/mcdonnell-rolls-out-va-merit-pay-plan-0>

No.Va. schools wary of teacher pilot program

Virginia Gov. Bob McDonnell rolled out his teacher merit pay plan Tuesday, inviting 57 districts with "hard-to-staff" schools to apply for a chunk of \$3 million in state funding for the 2011-12 school year.

But Northern Virginia districts met the governor with blank stares, as Fairfax and Arlington County officials said their schools were not necessarily "hard to staff," and some districts eched the Virginia Performance-Pay Incentives Initiative, which would attach students' test scores to teacher evaluations.

McDonnell invited 169 schools -- including eight in Alexandria, 17 in Arlington, nine in Fairfax, five in Loudoun and 12 in Prince William counties -- to apply for funding to test a comprehensive teacher evaluation system based at least 40 percent on students' test scores.

Districts can choose to reward all teachers in "hard-to-staff" schools or just reward specific departments, with bonuses up to \$5,000.

"The results of these pilot programs will tell us a lot about the potential for performance pay to improve teacher quality and raise student achievement," McDonnell said.

In a memo to local superintendents, State Superintendent Patricia Wright said a "hard-to-staff" school had to meet at least four of eight criteria, including a larger proportion of English language-learning students than the state average, or a high number of first-year teachers.

Fairfax County Public Schools will opt out of the program, spokesman Paul Regnier said.

"Some of these schools they have listed as harder to staff than others ... they're harder because we need particular types of teachers, like special education, but [the program] is not something we feel would be helpful to staff those schools," he said.

Interested districts' grant applications must be received by June 15.

A spokesman for Arlington County Public Schools said it also did not agree with the state's designation of "hard-to-staff" schools. "We will be reviewing it over the next two months" before making a decision, Frank Bellavia said.

While Loudoun County Public Schools officials will consider applying, the program is "really not applicable to us," spokesman Wayde Byard said.

"Our schools tend to expand really rapidly, so in [some cases] we hired more teachers this year because some schools doubled in population, so it's not as it appears with us," he explained.

Prince William County Public Schools is wrapping up the planning year of its five-year, \$11.1 million merit pay program funded by the U.S. Department of Education. Spokesman Ken Blackstone said he was not sure how the district's Teacher Incentive Performance Award initiative, starting in 30 schools, would coincide with the governor's proposal.

"We're just receiving this information and we'll certainly be looking to see how we can benefit from it," Blackstone said.

Alexandria City Public Schools officials were not available for comment.

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## Missouri House backs changes to charter school laws

Associated Press

By: Wes Duplantier

April 19, 2011

<http://washingtonexaminer.com/news/2011/04/mo-house-backs-changes-charter-school-laws>

The Missouri House endorsed legislation Tuesday that would expand the areas where charter schools can be established and change how the state oversees them.

Currently charter schools can only operate only in the St. Louis and Kansas City areas. Under the House legislation, they would be allowed in any unaccredited school district. In districts that have been provisionally accredited, charter schools would be allowed to operate if the district has been on provisional status for at least three years, if local school officials support it or if the charter school sponsor has met state requirements in the past.

In accredited districts, a charter school would be allowed if the local school board sponsored it.

Rep. Tishaura Jones, who proposed the legislation, said expanding charter schools is important because poor schools have caused even low-income families to move away from the center of the state's urban areas.

"These so called 'poor people' have been voting with their feet for years," said Jones, D-St. Louis. "Parents believe that these charter schools give their children the best opportunity for education."

The House must vote on the bill once more before it goes to the Senate. The legislative session ends next month.

Rep. Mike Thomson said he supported expanding charter schools but wants to control their growth in rural areas where some local districts have just enough students to exist. He said that if charter schools were allowed in all the provisionally accredited districts without any limitations, the charter schools could attract so many students that that local district could have trouble continuing to operate.

"I think we have to be careful how we expand charter schools into rural school districts," said Thomson, R-Maryville. "Some of the districts hardly have enough students as it is."

The House measure would allow two-year vocational or technical schools, non-religious charitable organizations and a newly created state commission to sponsor charter schools,

The legislation also adds several new requirements aimed at making sure charter schools provide academic performance that is equal or better than the local school district.

One such provision would require potential charter school sponsors to apply annually to the state Department of Elementary and Secondary Education for permission to sponsor a school. Sponsors also would also have to submit annual reports to the Legislature demonstrating that the schools are meeting state academic standards.

School charters would have to include academic performance goals and procedures for how the charter school could be closed if it failed to meet those goals.

For charter school sponsored by the state commission, the state Board of Education could revoke the charter if those schools fail to meet academic performance goals.

The legislation would require a charter school to close if the state or its sponsor revokes its charter.

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